

# COLLEGE GIRLS GAIN HIGHER MARKS THAN BOYS

Deans of Coeducational Institutions Report Greater Devotion to Studies and Less Attention Paid to Outside Interests---Interesting Answers Given to Inquiry Sent Broadcast by The New York Herald

STATISTICS seem to be always on the side of the women. Long before Eve got her "rights" everything that could be said about her intellect, her judgment and her general capability as compared to that of the average man pointed to the righteousness of the suffragist cause. In these things no argument that would hold water could be found for withholding the vote from her.

But there is still held in some quarters the doubt that woman, even with the vote, is just as good as man. It is easy for a polite man, and one who isn't seeking for trouble, to beg the question by saying that a woman—the average woman—is better than the average man. But is she? She will always be different; the barriers of sex will never be broken down, and in certain intellectual pursuits experience seems to show that woman is not man's equal. That she excels him in certain other intellectual lines experience is not needed to show, for instinct and imagination proclaim it. Probably a perfectly just comparison of the feminine and the masculine brain, taking into account all the natural advantages nature has given to either sex, and counting up all the weaknesses of both, will never be made. A prejudice on one side or the other is apt to intervene and prevent cold justice.

## Illuminating Comparisons From Coeducational Institutions

However, that need not stop investigation of this exciting subject, and a good time to begin is when young men and women matriculate at the various colleges and universities of the country that are coeducational in scope. Then neither sex has hardened to the procrustean bed of circumstance, while the neuter period has been passed. The college girls have stepped across the line of womanhood, and their brothers and cousins have only to glance at their upper lips to be assured that they are men.

THE NEW YORK HERALD started this inquiry at this interesting point in the lives of young people. It has asked the various seats of learning scattered over the country for light on the subject. The results of this inquiry shown in the answers received will undoubtedly surprise a good many persons who have not thought on the subject. One answer, which is general among the replies, should occasion surprise; it is to the effect that the average girl is a better student than the average boy.

Prof. Rudolph M. Binder of the Washington Square College of New York University offers as his belief that women students exhibit mental superiority over men students.

"Book education is a static affair," says the professor. "And for women to apply themselves to books more seriously than men is natural. There is a biological reason for this."

"Moreover, women are more conscientious than men in keeping fixed hours of study. The latter have more distractions, or at least they yield to these more readily. Men go out evenings, as a rule, while women remain in their rooms and engage in study."

Professor of Psychology J. E. Lough at New York University is not so sweepingly commendatory of the woman student. It depends on what the study is whether the man or the woman is the better student, he says.

"Young men excel in mathematics, gov-

ernment, economics and sciences generally," said the professor, "and in literature, English composition and the languages the women students are superior. They do not expect to use mathematics and science to any extent in after life, which may explain their indifferent standing in these subjects."

Prof. Horne, also a psychologist, finds the reason for higher marks going to women in the fact that examinations involve memory. He thinks the young men would excel if the examinations were based on the show of practical judgment.

Dean John R. Turner said that the women students excelled because, as a college course was originally laid down for educating young men, it was not so well adapted to women and therefore they had to be more diligent in study. This statement was confirmed by questioning 43 girls and 43 men about the number of hours a day they devoted to study. An average of one hour a day was admitted by the men to be their work out of class, but the women on an average studied two hours out of six.

A comparison of marks of an equal number of men and women was made at the college. The figures were: 83 women had A's, 107 B's, 71 C's, 27 D's, 4 E's. Of the men 46 had A's, 100 B's, 78 C's, 48 D's, 4 E's and 2 F's. The average of the marks gave the women 84.48 per cent, and the men 76.91 per cent.

The dean of the University of Maine, J. N. Hart, replies that women students there excel men in all subjects except mathematics, physics and philosophy—that is, in all subjects except those of a more analytical character. In general he thinks that the usual college course is specially adapted for men, but he believes that the courses at Maine are well adapted to the needs of the young women who take them. He writes:

"Young women have ranked higher than men, but we believe that this superiority is due not to intellectual superiority but to more strict application to college work. The average ranking of the men in our fourteen Greek letter frats is slightly lower than the average for non-fraternity men. The average ranking of the women in the four sororities is slightly higher than that of the women who are not sorority members. The superiority of rank of the women over the men in both classes is somewhat marked."

J. J. Pettyjohn, assistant to the president of the University of Minnesota, reports on the figures of the present academic year as being typical. Failures and conditions in the fall quarter were 221-3 women, 772-3 men. These figures are not in direct ratio to the student enrollment, 301-5 being women and 694-5 men. From these two sets of figures he finds that the number of failures and conditions on the part of women is slightly less than those of men.

He adds: "It is accurate, I believe, to say that there is practically no difference in the grade of scholarship attained by men and women in the University of Minnesota."

## Girls Rate Higher Than Men In a Middle Western College

A middle Western college affords the following data:

Women excel men in languages and literature.

Women are better average students than men.

We have no means of knowing whether or not women give daily more time to school work than men; probably they do.

As a rule the records of this college for the last five years have shown women to be intellectually superior to men—that is, women have won better daily marks and passed examinations more successfully and with higher marks at these examinations.

In Middlebury College the percentage for women during the semester 1920-1921 was 83.52 per cent, in comparison with 78.21 per cent. average of the men.

Dean Charles W. Stoddard of the Penn-

sylvania State College gives the following data, obtained from the registrar of the college, whose observations extend over a long space of time and are authoritative. He informed the dean that as a rule girls admitted to the Pennsylvania State College are a selected lot, since the number admitted has to be restricted, and of those who apply

a very few, and those the best, are admitted:

Women students excel men students particularly in those subjects which require the use of the memory more than the reasoning faculties.

Women are better average students than men.

"Women give daily more time to school work than men do."

There is no biological reason for women to excel men in study.

The usual college course is not better adapted to the education of men than of women.

Our records do not show that women are superior intellectually to men, but they do show that the women receive better daily marks and better examination marks on the average than the men.

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